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ABSTRACT

This paper discusses Connecticut's need for a philosophy of public library services to children which will encompass a large intellectual scope and will clearly articulate the library's objectives and priorities for the community being served. It addresses the needs of Connecticut's children, reading programs for two- and three-year-olds, program planning, the needs of children's librarians, and problem areas in providing children's library services. A review of the available literature on the philosophy of children's services is appended, and the bibliography lists 30 citations to recent periodical articles as well as 15 references to other relevant publications. (FM)

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PHILOSOPHY OF PUBLIC LIBRARY CHILDREN'S SERVICES

The Rationale

A Philosophy - Public Library Services for Children in the Early 1980's

Appendix I - The Developing Philosophy of Children's Services

Appendix II - Citations to Current Periodical Articles of Major Importance to the Philosophy of Children's Services in the Early 1980's

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PHILOSOPHY OF PUBLIC LIBRARY CHILDREN'S SERVICES

The Rationale

Effective library planning, performance, continuing evaluation and planning requires understanding the philosophy of public library children's services, and requires that children's librarians be able to articulate the philosophy objectively, in cogent terms. Children's librarians must plan to meet children's needs working in tandem with other local agencies and institutions and with state agencies and institutions who are also engaged in meeting the informational and developmental needs of all children, and plan to meet the related needs of adults as well. We need to view the needs of all children from infancy upwards within our communities - the advantaged, the handicapped, the disadvantaged, the gifted, children living as family members and those who are in institutions or foster homes.

The stringent financial conditions of the 1980's, Federal, state and local, present a compelling need for skillful library public relations that demonstrate clearly the relationship between our philosophy and our services to assist continuing funding and support. The public, library users and non-users, needs to understand clearly the library's objectives and priorities for the particular community served.

It is also essential to make our public library philosophy clear to the inter-related non-public library world, and to the community agencies and institutions we work with to achieve better integrated services for children.

The present is related to the past. Appendix I gives a brief overview of the continuing development of the philosophy of Children's Services. It is fitting to remark at this CLA meeting in Hartford, on the early contribution made to the development of public library chil-

dren's services by Caroline M. Hewins, administrator of the Hartford Public Library(beginning in 1878).

Appendix II lists citations to recent articles and to studies of significant importance to the following philosophy of children's services in public libraries.

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March 1981

PUBLIC LIBRARY SERVICES FOR CHILDREN IN THE EARLY 1980'S

A PHILOSOPHY

The April 1980 annual study, "Enumeration of Children For All Connecticut Towns," done by the Bureau of Research, Planning and Evaluation, Connecticut State Department of Education, shows in Summary the numbers of children in Connecticut by ages as of January 1, 1980.

AGES:	00	23,083
	01	25,823
	02	27,785
	03	29,061
	04	31,267
	05	37,183
	06	38,545
Total		212,747
Plus		
AGES:	7 - 15	436,288
GRAND TOTAL		649,035

Total 1980 Connecticut Population: 3,107,576

The "Preliminary Population Projections, Connecticut Towns by Age and Sex 1970 - 2000 prepared by Division of Health Statistics, State Department of Health with assistance from the Comprehensive Planning Division, Office of Policy and Management, gives a projected 1980 summary of age breakdowns for 1980 in Connecticut as:

AGES:	0-4	203,218
	5-9	224,562
	10-14	263,378
Total		691,158

Total State Population 1990 Projected as: 3,202,450

The projections for 1990 are:

AGES:	0-4	240,480
	5-9	230,030
	10-14	207,934
	Total	678,444

Total State Population 1990 Projected as: 3,349,727

We notice in 1990 an increase in number of very young children projected, 0-4, and also 5-9 with a drop among ages 10-14. Fluctuations in these age groups continue, according to the Health Department prognostication, until the year 2000. With the total child projections for 1990 - 678,444 and for the year 2000 - 684,213. These figures indicate something of the numbers of children in Connecticut to be served.

Planning effective services for children includes awareness of the ages and proportions involved among the age groups within each local community as well as the overall state figures. Good library service reflect actual community needs.

CHILDREN'S NEEDS

The well-known list of needs by May Hill Arbuthnot appears in Appendix I. A list of children's needs, without priorities, set down in discussion, March 1972, by a group of over 60 Connecticut librarians appears also in Appendix I, which extends Arbuthnot. The ingredients show a sound sense of values for children.

No mention of unmet needs has been made which we must recognize affects large numbers of children in our society. Marion Edelman's American Library Association speech, Dallas 1979, gives this list as

1. Poverty and its terrible consequences (almost 16% of all children live in abject poverty);
2. Higher death rate among infants...lack of medical and dental care, i.e., 1 in 7 children has no known source of medical care; 1 in 3 children has never seen a dentist;
3. Almost 1 million children over six years, under 18 years, were neither enrolled in schools nor high school graduates (1977 census data)...reasons for this includes special education or special (on-going) needs; inadequate clothing; no money for school books or fees, or to pay transportation, or were pregnant;
4. Over 500,000 children live away from their families in facilities ranging from individual foster homes, group homes, institutions;
5. Children die needlessly in urban and rural areas from denial of the most basic necessities of life;
6. School violence, drugs, alcohol problems occur in suburbs as well as cities;
7. Alienation and despair affecting black and white families are reflected in suicide rates that have increased more rapidly among white teen-aged males than among any other group of our young.

Many families need improved child-care options. 7 million children are growing up in single parent families, many need support that two parent families may not need. 5 million families have at least one child with a physical, mental or emotional handicap. Only 1 in 17 American families have two parents, a working father, a stay-at-home mother and two normal children.

In 1974 Burton White, keynote speaker at the National Education Association for the Young Child National Conference said:

> "Of the highest priority is the role of the family in the education of the young child, particularly during the first three years of life."

Such parents need parent support services that are major lacks in the age of the nuclear family - this is a major priority in the nation.

The foundation of public library services for children continues to be the development of the materials collection for all children from infancy upwards. The materials collection is also used by an increasing number of adults, highlighted in "The Connecticut Research Documentation Project September 1978 to September 1979." A thoughtfully written materials selection policy, accepted by the individual public library board, which reflects clear knowledge of children's interests and range of capabilities, and defines their real needs, guides collection development. The materials selection policy should recognize the particular needs within the community served, together with the availability of related resources in the community and the fact of established access to other sources through a system of networks - regional, state, Federal.

The term materials includes books for all reading levels: periodicals, vertical files and picture books, films, filmstrips, recordings, cassettes, video cassettes, slides, with appropriate hardware, maps, globes, toys, games, three-dimensional objects such as puppets, musical instruments suitable for library use, art prints and posters. Special conditions within all age levels and types of users, good readers, slow readers, etc., must be carefully represented: young children, disadvantaged children, handicapped children, gifted children, advantaged children. The subject range is broad; materials should be both circulating and non-circulating. Access to adult materials is essential.

That serious shortages of materials representing children's needs exist is borne out by the Connecticut Research Documentation Project and the LSCA Seminar Series, BEGINNINGS. The shortages are particularly applicable to needs of the special child, the disadvantaged child, the very young child, the gifted child. It is still particularly noticeable in up-to-date vertical file materials, in audio-visual materials, in duplicates of many kinds to meet heavy school requests.

Cooperative efforts among agencies and institutions by concerned adults must concentrate on building resources to adequate levels. Data that focusses this need must be gathered, with new approaches planned, with frequent review to secure adequacy. The materials collection provides access to information, using this term in its broadest sense to include educational, personal development cultural, recreational, formal and informal implications.

Improvements in Reference and Advisory Services to the Materials Collection were uppermost in the expectations of adults in Connecticut interviewed by me in the Summer of 1977. These improvements require staff with continually growing knowledge of the collection, possessing skilled reference techniques, scheduled to work directly with the public during busy times under the direction of a responsive, competent Children's Librarian, well-versed in management techniques. Emphasis on better collection organization and arrangement, on continuing staff training, on documentation of problems encountered and search for solutions, accenting ready and accurate access to information needs, is imperative.

All possible participation in technological advances to free time for direct work with patrons, and to work in cooperation with other agencies and institutions should be embraced. In various areas of Connecticut these technological advances are in beginning stages. Technology should not exclude children, or children's materials, from access to on-line sources. If reimbursement is the only answer, then coalitions of librarians and users must be formed to investigate means and support.

Children's services staff must be able to work effectively with both child and adult patrons, both individually and in group situations.

Formal and informal activities and programs for individuals, for small groups, for larger groups, should be undertaken, both within and without the library under the direction of the children's librarian, in line with the library policy. Preferably, activities should center

around library materials to heighten children's awareness of them, and to increase children's learning potential through developing their creative capacities by encouraging and enlarging children's responses to the materials and activities.

Program planning first involves analysis of community need, then the developing of library goals with clear measurable objectives, and the setting of library priorities. Establishing and/or maintaining mutually beneficial, well-planned, shared cooperative relationships with local agencies, organizations and institutions offer integrated community services, and give wider opportunities and volume of activities. As an information service, the public must be clearly informed about all program objectives. Planned evaluation and review is continually essential.

Current budget shortages endanger programming. Plans with neighbor, or area libraries to develop sharing arrangements with various kinds of service exchanges can be implemented. We have not begun to tap potential along these possibilities. Cost analysis must include the time spent in staff training, planning, public relations preparation, preparing for programs and later clearing away, keeping program logs and evaluation.

Professional use of skilled volunteers is valuable. Analysis will reveal costs. The same fact applies to cooperative community agency/ institution/organization planning. Both these plans, however, contribute to reduce costs and to achieve marked benefits in integrating and promoting services.

Accruing national statistics demonstrate real needs in (activity) program areas that are closely related to library purposes such as:

Improving Communication Skills of School Age Children

The rising and crippling lacks in communication skills among children documented in education today presents a natural opportunity to libraries. However, the librarian without good recent training utilizing information about on-going research on reading as a process is at a disadvantage in light of the erosion of children's interest in reading, and other variants of the complications of reading problems. When librarians understand how reading is learned and what activities furnish supports to reading together with ways to offer inducements and reinforcements to help eliminate reading problems, and to motivate interest and competence, then librarians can act effectively to plan reading support activities. Focus on reading abilities, reading interests, reading comprehension and extending competence are vital activities. Language use through creative dramatics, reading aloud, traditional storytelling and in writing through creative reading with shared discussion and individual writing is also a need librarians, with the added training mentioned, can offer to supplement and to reinforce activities needed in local communities.

Parents of children with reading problems need guidance for supportive activities. Referral suggestions to recognized community resource people skilled in more serious problems is another avenue for libraries to adopt more widely to meet patron's needs.

Reading and Infants, i.e., Two-Year-Olds Programs

Across the country programs for two and three year olds accelerate. Research documents the dramatic rapidity of infant's developing abilities. Irrefutable testimony exists to the close relationships between early language experiences, adult interaction, play activities, reading aloud to children's interest in reading. Wisely, therefore, librarians include parents in their two-year old programs to 1) highlight the caring developmental role of parents, and 2) demonstrate to parents ways to share enjoyment with experiences in language, appropriate books, music, movement. This serves the purpose of extending parental guidance through non-pressured practical situations. To reap the most valuable benefits, children's librarians must apply the information they have gained through studies on language activity, child development and needs of this age, together with a sensitive understanding of parent's attitudes and needs. Evaluations and review of programs and services is essential.

The 1970 White House Conference On Children laid national stress on the lack of parent support services and the increasing stress of bringing up children in technological society. Young parents, and parents with young children have great needs for information about child development, health, nutrition, safety, intellectual stimulation...materials to use with young children, how and when to use them, for what purposes, learning theory, emotional needs, etc. These needs are helped by types of Parent Support Services libraries are actively concerned in, with the assistance of community resource specialists. Stress is laid on

the "accepting, caring" emphasis. Fasick's Ontario study* notes that parents expect shared library program experiences with their children, as well as a high level of support for this from nursery school teachers. Strands of evidence in the Fasick Regina Study* shows that when infants and parents cement an early bonding relationship with reading and the public library, reading interests accelerate more than they do at the later pre-school age programs.

Developing research in this area should be a library activity. Emphasizing "educational learnings" and attempting craft experiences are better avoided at this young age.

Positive communication with the local schools is urgent. It should be within an administrative framework to instigate practical cooperative relationships to benefit (and improve) access to information and services. The "Connecticut Research Documentation Project" reveals underfunded, inadequately staffed elementary school media centers, teachers who do not understand problems of availability of materials, time-wasting assignments, -- result: frustrations. Achievement output for both schools and public library is lowered by such circumstances.

Conversely, some communities in Connecticut have excellent school media centers and teacher's centers with sophisticated training activities which accelerate public library understanding of opportunities and stimulate better services.

*See Appendix II

Overall, Connecticut's problem is conjointly: lack of sufficient materials, and of effective cooperative relationships - school and public library, and between the public library and local agencies and institution as well as the schools.

Astute planning for more equalized distribution of program services to children of all age groups is needed. Integrating community services through growing cooperative activities can help acnieve better equalization.

Pertinent study of television's effect on children is increasing. Librarians need to apply this knowledge to planning services because of the documented actual relationships between heavy television use to children's changed attitudes, interests and competencies in reading, in listening abilities and in proven differences in the ability to recall information and to analyze information.

Access to such materials is extremely important for parents, teachers, other adults and ways to provide such access should be increased.

The periphery of Community Information and Referral Services has been touched on. Such service has been practiced by human service agencies for 30 years. The terms are often used in misleading ways. Cronberger and Luck define such services as "the active process of linking a person with a need with a service that will solve a problem.

The product is the effective communication of information to help people solve problems and to get the services they need, creating the links between problem and solution, need and resource."

Libraries can, and some do increasingly, help people get this information. To quote a Cronberger and Luck caveat, "Libraries cannot rate service agencies or eliminate them from their files if they do not perform satisfactorily."

Connecticut libraries are involved in such efforts primarily in the areas of 1) available entertainment (cultural, informational, sport) in the local community, region, state; 2) direct knowledge of community resource people and their skills; 3) sources for special program materials; 4) directing patron to a specific community agency or organization or institution, and/or person within that agency. Examples of all four occurred during the Connecticut Research Documentation Project and appear in the Monograph. Some libraries here are definitely enlarging this aspect of these services as they react to analysis of patron needs within their communities. When it is well done, Community Information and Referral is excellent public relations. Adults frequently request such services in connection with children's services.

No mention has been made of the present dangers which may affect materials which elicit the disapproval of the censors. Intellectual freedom supports the child's right to know, but this freedom is endangered.

Major Present Needs of Children's Librarians:

I. Continuing education in

1. Child development (on-going research centered on young children)
2. Reading as a process
3. Methods of community analysis
4. Planning strategies and evaluations
5. Appropriate environments for children
6. Effects on children of society's pressures in "post-industrial age" and the Era of Economic Stringency
7. Current issues in education
8. Technological advances...computers, etc.
9. Affects of TV
10. Management techniques

II. Continuing federal grant monies

III. General problem areas in present needs of children's Librarians

1. Evolving access to children's materials/lacks due to networking shortages, computerization, cataloging changes.
2. Data studies with documentation of needs
3. Brainstorming to establish better service patterns re/the unreached community (after determining what areas, what problems through use of survey techniques)
4. Setting up and planning varied cooperative projects as:

a. acquiring needed materials in differing formats
b. program priorities
c. developing materials to meet documented unmet needs
d. staff skills exchange
e. identifying gaps in needed materials

III. General problem areas... (continued)

5. Determining needed research areas and undertaking by project:

   a. As suggested library bonding with infant, parent and reading - results
   b. Study of effectiveness of a chosen learning resource
   c. Programs that concentrate on meeting children's affective needs - a study - evaluative with statistics
   d. Staffing patterns...affect on volume of questions (reference, reader's advisory, information and referral types only)
   e. Affect of shared cooperative programming - integrated
   f. Developing good professional relations with rest of library

6. Management techniques

   a. Planning - setting goals, objectives, priorities
   b. Defining the role of the individual library's children's services within the total library framework
   c. Cost analysis and budgeting
   d. Staff training and personnel performance ratings
   e. Performing services evaluations
   f. Staff responsibilities, i.e., delegating responsibilities and supervising
   g. Public relations techniques - total public staff
   h. Working with statistics
   i. Reporting techniques
   j. Altering the environment for children
   k. Seeing the Administration as a support and help
   l. Developing adult users, particularly parents, as a support system for Board approved annual library budget.

SUMMATION

Pauline Wilson's talk*, furnishes us fitting quotations for this paper on the Philosophy of Children's Services:

(the) "purpose of this paper is to suggest that the intellectual scope of knowledge in children's services is larger than the content of children's books. It extends to the knowledge of society and all of its concerns."

*See Appendix II

and

"What do you understand childhood to be today? What do we want it to be?"

Public library services to children is "understaffed", perhaps, also "improperly staffed", quoting Mae Benne.

The Survey in Connecticut in 1972 showed 10% to 14% of the total budget going to children's services - we are drastically short of money.

Small libraries without a designated children's librarian and with shorter opening hours, can apply principles within their best limits of feasible services by finding ways of developing, or continuing to develop, planned service inter-relationships.

Herbert Goldhor in his summation of the Allerton Park Institute said that part of librarians difficulties stems from our lack of a body of theory to guide us.

My paper on Philosophy offers threads of theories for librarians here in Connecticut to develop, and delineates something of "a system of principles for a conduct of life" to quote the Oxford American Dictionary.

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March 1981

THE DEVELOPING PHILOSOPHY OF CHILDREN'S SERVICES

Appendix I

Literature available on the philosophy of children's services is relatively sparse. WORK WITH CHILDREN IN PUBLIC LIBRARIES by Effie Powers (Cleveland Public Library), American Library Association, 1930, gives briefly the Philosophy of Library Work with Children, pages 18-20, mingling threads of philosophy with history of services:

> "The pioneer children's librarian saw in every child an individual in the most formative period of his life, with an obvious capacity for development. He had been taught to read; he must be given guidance in his reading beyond that of the classroom. He needed a broad environment within which to grow physically, mentally and spiritually. Books and reading were library influences which might supplement those of home and school in extending that environment.
>
> Through study of children's literature and reading interests, children's librarians come to perceive certain results of association with books on children's literary taste and reading habits. From this experience as background, they developed various effective methods of introducing books and established standards in selection in harmony with children's free response. They found that physical surroundings influenced children's attendance, behavior and attitudes toward books and reading. This led to the provision of well-equipped and beautiful children's library rooms. And thus a vision of specialized service grew in the minds and hearts of those who worked with library children, a service which was correlated with children's entire social and educational environment."

In 1953 the American Library Association published Harriet G. Long's RICH THE TREASURE. Impetus for the book came after the Midcentury White House Conference on Children and Youth. Long - in Preface:

> "At this time, when children are cause for growing concern and action, it may be desirable to review the role of the public library in the life of the child, so that its contribution may be increasingly effective. This is what the present book attempts to do."
>
> "...is not to determine policy, nor to define method or practice, but to relate the profession of children's librarianship to contemporary thought about the child and to the stream of effort by which the modern community hopes to develop better citizens for tomorrow."

Past achievements are described:

> "As soon as rooms were built and equipped, the children were waiting and at hand...

Appendix I - continued

> More often than not the public library was the only place in a community which was open during the after-school hours. Library story hours came into being; groups of boys and girls were read aloud to; library clubs were initiated. Patterns of community relationships were formed. School visits by the children's librarian, or classroom visits to the library, became an accepted procedure. Collections of books were sent into the schools for children who lived too far from a neighborhood branch, while libraries were even set up in private homes for the use of the working child who did not go to school. Contacts were made with social workers, Boy and Girl Scout leaders, mother's clubs. Books were sent to playgrounds and settlement houses. The Children's Librarian sought to meet the child in all of his interests in order to make books a necessary part of his everyday world."

Children were seen as people...

> "from the viewpoint of the children's librarian, the psychologist, educator and sociologist."...
>
> "The public library serves to educate the child, to provide inspiration, to develop aesthetic appreciation, and to furnish recreation."

The growth in the elementary grades of the search for facts and beginnings of research with lessening use of textbooks is noted.

Long listed the major objectives of service to children as:

1. To make a wide and varied collection of books easily and temptingly available.
2. To give guidance to children in their choice of books and materials.
3. To share, extend and cultivate the enjoyment of reading as a voluntary, individual pursuit.
4. To encourage lifelong education through the use of public library resources.
5. To help the child develop to the full his personal ability and his social understanding.
6. To serve as a social force in the community together with other agencies concerned with the child's welfare.

The public library places emphasis upon the individual; depends upon voluntary use; works within a community (i.e., agencies, organizations, etc.), has relationships in adult and children's services.

Appendix I - continued

Long's objectives are still a keystone in library school teaching. Her precept -

> "Children's services have a relationship to the total library picture...as a part of the whole"

is explicit. The major significance in children's service is the child as reader.

Arbuthnot, May Hill, CHILDREN AND BOOKS, 3rd ed. Scott Foresman and Company, 1964. As Long has been mentor to the objectives of children's services, so has Arbuthnot* served as guide to the statement of the needs of children which she says are:

> "Competence - the need to achieve material security - the need for physical well-being
>
> Intellectual Security - the need to know
>
> Emotional Security - the need to love and to be loved
>
> Acceptance - the need to belong
>
> Play - the need for change
>
> Aesthetic Satisfaction - the need for beauty and order"

Library Trends, July 1963 issue, targets CURRENT TRENDS IN PUBLIC LIBRARY SERVICES TO CHILDREN. Spencer Shaw delineates the importance of requiring the same high standards in children's work as in other areas of library work, i.e.,

> "Children need the most (not the least) qualified service to assure them the maximum use of a library and its resources."

He also states,

> "Attention is focussed upon three broad categories"...

His third category is:

> "cooperative creative programming."

* See Connecticut Librarians Statement of Needs, attached.

Appendix I - continued

Jeanne B. Hardendorff refers to the beginning of programs geared to the preschool age child in the 1930's, 1940's and notes the existing variety of preschool programs, and points out that her survey shows preschool storyhours not "universally adopted."

Bernice Bruner reporting on "lures" to book activities deals with Films and Filmstrips; Recordings; Displays and Exhibits; Clubs and Activities.

Ruth Warnecke in Public Library Services to Adults Working With Children, says "The children's librarian becomes the anchor man for the public library's services to adults working with children." She defines functions including:

> "For the sake of convenience, a collection of books and pamphlets on child development may be housed in the children's department, but the total resources of the library must be used for effective service."

In 1967, Oceana published PUBLIC LIBRARY SERVICE TO CHILDREN by Elizabeth Gross. Her purpose was to give an "overall view of the development and present state with thought to its future possibilities and potential." She considers that though

> "values shift in relative importance, the children's librarians basic beliefs and philosophy remain the same - an unshakeable conviction that reading and the other communicative arts are of intrinsic importance to the happiness and well-being of children."

She notes an area of neglect: service to the pre-adolescent; and the prevailing acceleration of open access to the adult areas for children, includes discussion of additional non-book materials, library programs, parent services, cooperation with community groups (including schools here and advocating policies of effective mutual cooperation so that the public library supplements the growing development of the school

Appendix I - continued

library), and service to special groups. Of the future, Gross talks of the needs for children's librarians to define clearly the public library's role in service to children; to adhere consistently to the definition, and to make quality of service the rule.

CHILDREN'S LIBRARY SERVICE: School or Public by Burke, J. Gordon and Gerald Shields, editors, published by the Scarecrow Press Inc., 1974, is a collection of articles gathered to assist in the evaluation of the present state of children's services and their possible future in the public library, in the school media center as a result of the 1970 State of New York's REPORT OF THE COMMISSIONER OF EDUCATION'S COMMITTEE ON LIBRARY DEVELOPMENT.

In 1978, Joan Foster edited READER IN CHILDREN'S LIBRARIANSHIP published by Information Handling Services. This is mainly a compilation of articles reflecting the 1970's published earlier in periodicals.

Sara Fenwick, in a lengthy discussion on Library Service to Children and Young People, concludes with comments on a future reflecting total community library services, which might ensure joint planning of the agencies providing library services for children, and notes the dropping of barriers and the possible hazards of threats to intellectual freedom.

In November 1977, the Annual Allerton Park Institute of The Graduate School of Library Science of the University of Illinois featured Children's Services for the first time in Allerton Park Institute's twenty-two years. The papers, together with reactions and a summary were published by the University of Illinois Graduate Library School in 1978. Selma K. Richardson, the editor (Chairperson of the Institute), says in

Appendix I - continued

her introduction:

> "In the secluded setting of Allerton House, some of the leaders in the field were gathered to focus attention upon the totality that is children's services of public libraries. Viewpoints regarding the present status and future directions of children's services were shared in an attempt to answer the big and reflective questions a profession must retreat to ask itself once in a while. What are we doing? Why? For whom? How? The sequence of the program and the simple, but comprehensive speech titles, reflect the intent of the institute to grapple with the major elements of children's services.
>
> The institute was neither a how-to workshop (but pointed out the need to specify cogently the reasoning that underlies a proliferation of activities in children's services) nor a conference about a specific issue, but no issue of immediate concern to the profession was left untouched. The proceedings can serve as a self-assessment of the present status of the field and can be used to identify areas to be improved to strengthen the quality of children's services of public libraries."

It is significant to note that the two distinguished professors who were asked to speak on the child were Bernard Spodek, "Education and the Child's Ways of Knowing", which dealt with the development of the young, and George Canny, "Teaching Children About Reading", really a discussion of Reading As A Process.

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March 1981

ATTACHMENT

An extension of these needs from Connecticut 1972 is appended:

WORKING STATEMENT MADE BY COOPERATIVE EFFORTS OF SIXTY LIBRARIANS AND CHILDREN'S LIBRARIANS - March 22, 1972 - Workshop

NEEDS OF CHILD: (no priorities set)

I. Sense of Identity - ingredients of which are:

1. Participation
2. Stimulation
3. Self Discipline
4. Right to Fail
5. Privacy
6. Competition
7. Need to belong as an Individual and to a group
8. Time
9. Space
10. Communication...interaction
11. Joy in living
12. Love
13. Need to achieve
14. Resources
15. Ethnic
16. Sex

II. Needs from Adults

1. Love
2. Care for physical well-being of child
3. Response to the child as an individual with abilities, likes and dislikes, interests, fears
4. Willingness to learn
5. Listening ability
6. Knowledge of kinds of situations that stimulate growth in the child
7. Spontaneity
8. Adult must have own sense of identity established
9. Honesty - frankness
10. Respect for child
11. Flexibility
12. Consistency

III. Physical Needs

1. Motor and sensory
2. Body
3. Resources
4. Space
5. Communication
6. Play (i.e., work)

IV. Refused as Group to List Materials Needs, for they wished to relate these to Emotional, Physical and Intellectual Needs.

1. Things of beauty; color; warmth
2. Tactile resources, visual, audio
3. Food
4. Shelter
5. Clothing
6. Space
7. Resources (stimulation)
8. Physical and intellectual an emotional contact with adults, see III
9. Time
10. Possession - sense of

APPENDIX II

CITATIONS TO CURRENT PERIODICAL ARTICALS OF MAJOR IMPORTANCE TO THE PHILOSOPHY STATEMENT

IN REVIEW
(Canadian)

October, 1980 - "Services for Children and Young Adults In The Eighties" - Eva Martin

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APPENDIX II
Citations To Current Periodical Articles...

Page 2

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APPENDIX II
Citations To Current Periodical Articles...

Page 3

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